

City of Stoke on Trent 6th Form College

CEIAG Strategic Action Plan

This strategy will be reviewed annually by the External Partnerships and Events Manager in conjunction with the Assistant Principal and College Senior Management Team

Date of Strategy: June 2019

Date of review: June 2020

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VISION

The City of Stoke-on-Trent Sixth Form College recognises that good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them.

The College is committed to improving the life chances of all students by providing a planned programme of high quality, impartial careers education to all students by a dedicated team of staff, working with external agencies as necessary.

The City of Stoke-on-Trent Sixth Form College is also committed to working towards meeting and achieving the Matrix Standard which incorporates all eight Gatsby benchmarks.

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The City of Stoke on Trent 6th Form College has a statutory duty to adhere to the *Careers Strategy: making the most of everyone's skills and talents. Dec 2017 (DfE)* and *Careers guidance and access for education and training providers (July 2021) (DfE)*.

Other statutory and inspections frameworks that inform our delivery:

- Education Act 2011 – statutory duties on schools to include Yr 8-13.
- The Gatsby Charitable Foundation: Good Career Guidance, Holman, J. (2014)
- The CDI Framework for careers, employability and enterprise education (January 2020)
- Ofsted Education Inspection Framework (2022)
- In January 2023, the updated provider access legislation (PAL) comes into force. The updated legislation specifies that the College must provide at least 2 encounters with approved providers of apprenticeships and technical education for all their students. These encounters are mandatory for the school to put on but optional for pupils to attend.

The new legislation is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

STRATEGIC OBJECTIVES

The Cross College Quality Improvement Plan for 2021-22 states:

Target 4: To inspire our learners future career ambitions through ensuring that the Futures programme, careers progression and IAG is embedded across all curriculum areas.

Objective 1: Effective implementation of new data systems to monitor and support student progression on to positive destinations (*Supporting achievement of all Gatsby Benchmarks*)

Objective 2: Ensure all students are aware of and have access to engage with the Futures Programme (GBs 1,3)

Objective 3: Curriculum courses have a strong focus on developing students' employability skills and experiences (GBs 2, 4, 5, 7)

Objective 4: Improve engagement of and support for students considering non-HE progression routes (GB3, 5)

CURRENT STATE

In addition to the college Careers Leadership Team, the Futures Zone Team will be responsible for the day-to-day running and delivery of the College's Careers Strategy. The Futures Team includes:

- Deputy Principal is the college named Careers Lead with strategic responsibilities and a member of the College Senior Management Team. They are responsible for the effective strategic leadership of the College's careers strategy ensuring the College's more junior careers leaders oversee its successful delivery.
- External Partnerships & Events Manager - is the college named Careers Lead for strategic and operational responsibilities of the Careers strategy including the leadership of the College Careers Leadership Team. Ensuring the college careers strategy and entitlement is offered to all students. Responsible for the tracking and monitoring of in year intended destinations and end of year college destinations report.
- Futures Coordinator - is responsible for day-to-day operational leadership of the Careers service and coordination of the Futures programme.
- Careers & Progression Advisor - is employed via the local authority and provides all students with high quality impartial IAG for students progressing to FE, HE or into apprenticeships or employment.
- T Level Industrial Placement Coordinators - work with students on T levels to organise extended industrial work placements; responsible for building capacity for the delivery of industry placements for the T levels. This role is part of the college's Higher, Technical and vocational Education Team.
- The Futures Team also includes a Futures Curriculum Lead for each curriculum pathway. The Futures Curriculum Leads are responsible for coordinating the planning and delivery of a careers programme within their pathway. They are responsible for ensuring students are provided with a planned and coordinated range of activities that will enable them to deal with choices and transition related to their future education, employment and life. Working closely with the Futures Coordinator they are responsible for monitoring curriculum progress in relation to links with employers and

work experience.

- The College works with the Liaison Teams at local Universities (Staffordshire University, Keele University, Derby University, Manchester Metropolitan University) to support students to think about how Higher Education can help them reach their goals.
- The College has the support of an Enterprise Adviser from the local business community who works with us to develop links with employers and create resources that develop student's employability skills.

Destination Data

Destination	2022	2021	2020
HE	73%	72%	74.4%
FE	1.4%	1.2%	1.0%
Employment	10.2%	7.2%	10.2%
Apprenticeship	3.9%	4.6%	1.9%
NEET	4.1%	0.7%	6.9%
Unknown	3.8%	10.8%	3.8%
GAP Year	3.8%	3.4%	1.7%

ACTION PLAN

Objective 1: Effective implementation of new data systems to monitor and support student progression on to positive destinations (*Supporting achievement of all Gatsby Benchmarks*)

1.1 Effective implementation of Unifrog to record student engagement with the Futures Programme.

- Encourage all staff to use Unifrog to record student engagement with the Futures Programme.
- Ensure appropriate training is provided to staff and students in the functionality of Unifrog and in logging all futures activity in Unifrog.
- Monitor and support staff and students where appropriate

1.2 Effective data and reporting on in-year and final destinations

- Use Unifrog reports in year to identify topics and areas within the curriculum which may need interventions and strategies to support positive progression post 18.
- Termly Compass returns to CEC to identify strengths and areas for improvement in

- year. (linked to Gatsby Benchmarks)
- Timely reports to SMT on in year and final destinations.

Objective 2: Ensure all students are aware of and have access to engage with the Futures Programme (GBs 1,3)

2.1 Statutory documents are clearly available

- The Futures Strategy and student entitlement are reviewed and published on the college website

2.2 Increase staff and student use of college wide resources (Futures Sharepoint Hub and Unifrog)

- Ensure appropriate training is given to staff and students via CPD (staff) and tutorials (students)

2.3 Promote, track and monitor work experience opportunities

- Promote value of WEX to staff and students
- Regular monitoring of WEX data
- Plan and execute Interventions where appropriate to encourage the uptake of WEX within the student body.

2.4 Encourage student and staff engagement with cross college Futures Events

- Futures week events
- Covid Catch up employability programme

Objective 3: Curriculum courses have a strong focus on developing students' employability skills and experiences (GBs 2, 4, 5, 7)

3.1 Ensure the Futures Programme is fully embedded into all areas

- Working in collaboration, explore and develop the idea of a college Education and Skills Strategy that brings together skills agendas from the curriculum, tutorial programme and Futures Programme.
- Regular monitoring and evidence of engagement (Unifrog and Futures Sharepoint Hub) to identify areas to support within each curriculum area.
- CEaIG is clearly embedded and visible within the curriculum. (SOWs)
- Futures Programme is built in as part of Subject Showcases and feedback given to develop how the Futures Programme is incorporated into lessons.
- Support teachers and middle managers to close any gaps identified areas to develop and improve including responding to learner voice.

3.2 Provide middle leaders and teachers with data on progression and destinations of their learners.

- Provide intended destinations data to teachers and middle managers so that they are able to support students with the knowledge and skills required to support positive progression.

3.3 Curriculum plans to incorporate links to careers and employment information within the classroom

- Alumni and case study links developed/increased
- Targeted and effective links with employers (development of employer engagement)
- Use of resources (Unifrog and Futures Sharepoint Hub in lessons/set work)
- Develop links with employers to support the objective that all learners have had an opportunity to have an experience of work.

Objective 4: Improve engagement of and support for students considering non-HE progression routes (GB3, 5)

4.1 Increase awareness of alternative progression routes

- Increased links, encounters and events such as:
 - Alumni links
 - Employer talks (highlighting alternative progression journeys)
- Promotion and good news stories of apprenticeship and degree apprenticeship opportunities Post 18

4.2 Support and encourage students to choose employment with training (over employment without training)

- Targeted promotion of training opportunities to students (for example apprenticeships and degree apprenticeships)

MONITORING & EVALUATION

The Futures Programme at the City of Stoke on Trent Sixth form College is delivered via a variety of activities including:

- The ASPIRE tutorial programme
- Futures Programme independent study period
- My SFC Hub
- Unifrog
- Curriculum activity
- Work experience
- Activities and events featuring input from external agencies, Universities, employers, apprenticeship providers, alumni, local businesses.
- Independent and Impartial Careers Guidance delivered by LA Careers Team member who is L6 qualified.

These activities are delivered by the Futures Zone team, curriculum staff, progress coaches via tutorials, and external agencies.

Monitoring activities include:

- Learning walks
- Subject showcases
- Questionnaires: students, parents, staff, external agencies
- Student voice
- Unifrog platform
- Futures Calendar
- Cedar platform
- Compass tool - each term

Evaluation activities are used to measure the impact of the Futures programme and inform planning of the programme and events.

- Analysis of Unifrog and Cedar data for the whole college and for curriculum pathways.
- Feedback from individual guidance interviews

- Lesson observations
- Questionnaires - students, staff, parents, external agencies
- Student voice
- Destination data

Each academic year the Careers Leader will review the action plan and the provision for students.

Progression Framework and Entitlement Statement (Appendix 1)

	L3FP	Year 1	Year 2
Autumn Term	Revision Plan and importance of passing GCSEs	Support with course changes Progression target setting Introduction to Work Experience/ Support in completing work experience CV Workshops	Personal Statement workshops Complete UCAS Applications Apprenticeship Applications Mock Interviews

Spring Term	CV/ Employability Skills Employability & Apprenticeship Week Progression Options - continue L3 at SFC or alternative ed 1-1 Careers interview before Progression discussion	Introduction to HE Employability & Apprenticeship Week UniFrog - Progression Post-18 Options Support in completing work experience	CV, Application & Interview Skills Employability & Apprenticeship Week UCAS Offers/ Rejections
Summer Term	Support for those who aren't continuing at SFC UCAS Event	UCAS Event UCAS Registration Start Personal Statements	Clearing information Confirming offers Support in securing alternatives to HE

All **students** will have the opportunity to:

- Access the Futures Zone during College hours; a dedicated Careers area staffed by a team of advisers & well stocked with careers information.
- Have a 1-1 appointment with a professionally trained impartial Careers and Progression adviser.
- Attend an annual HE event supported by UCAS/Universities
- Engage with the annual Employability and Apprenticeship Week supported by local and national employers.

- Receive information & advice on applying to university, personal statements and preparing for the world of work such as CV support and mock interviews at key points of the year via the College's tutorial programme.
- Receive support to undertake high quality and relevant work experience or volunteering.
- Access information and resources from the internal MySFC Hub Futures Programme pages.
- Attend immersion days and careers events with a range of employers.
- Attend a wide variety of in-college HE & employer talks throughout the year.
- Receive regular information about opportunities to attend a range University taster courses & masterclasses.
- Access Careers software programmes including Unifrog to explore career options & labour market information.
- Receive regular information advertising apprenticeships.
- Identify & develop relevant employability skills gained through the Curriculum.
- Feedback their views on the quality of the careers programme.

Futures Programme (Appendix 2)

Rationale

The College is committed to promoting the value of careers education within the college ethos in order to raise student attainment and successful progression to higher or further education, employment or training. The College aims to effectively support learners in their choices in order for them to achieve personal and economic wellbeing throughout their lives. This commitment has the full support of the Governors, the Principal and the Senior management Team. We have appointed a designated link from the PET Board of Trustees and a Link Governor is working alongside the Futures Team.

The City of Stoke-on-Trent Sixth Form College recognises that we have a responsibility to provide careers education to students in Years 12 & 13 as well as those studying our Level 3 Foundation Programme. We also have a duty to provide learners with access to high quality impartial careers education, information, advice and guidance (CEIAG). We are committed to providing a planned programme of impartial careers education by a dedicated team of staff working with external agencies as necessary.

Aims:

The Careers programme at the City of Stoke-on-Trent Sixth Form College is updated annually to ensure that it is meeting the needs of learners and is in line with statutory guidance and best practice. The Gatsby Benchmarks provides a clear framework to work towards:

1. The College should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers
2. Every student and their parents should have access to good quality information about future study options and labour market information opportunities.
3. Opportunities for advice and support need to be tailored to the needs of each student. Our programme should embed equality and diversity considerations throughout.
4. Our programme should support teachers in linking careers with curriculum learning
5. Every student should have multiple opportunities to learn from employers about the world of work and the skills valued in the workplace.
6. Students should be inspired through real life contacts with the world of work to help them understand where different choices can take them in the future.
7. All students should understand the full range of opportunities that are available to them and pathways to their future careers. This includes FE, HE and apprenticeships.
8. Students should have the opportunity for IAG with a professionally trained Careers Adviser.

Objectives:

- All students are provided with a CEIAG Entitlement statement which is accessible via the Futures page on the College website so that students, parents, teachers and employers are aware.

- Parents are informed and updated about work experience opportunities, HE & employment events, talks and other career related activities that are taking place throughout the year via Parent Portal/Cedar and the College website. Parents are informed about important deadlines that may affect their son or daughter and given greater understanding about the career choices open to them.
- To promote equality of opportunity, all students have access to a range of activities and IAG that inspire them to consider the widest possible range of career choices irrespective of their gender or ethnic backgrounds.
- The Careers programme links with the curriculum and activities are designed to promote the value of the employability skills gained from different academic and/or vocational and technical subjects. Teaching resources will be used to raise self-awareness, identify skills and increase motivation and attainment. We will be providing further CPD training for staff and to develop resources to support Gatsby Benchmark 4 Linking Careers with the Curriculum.
- A careers Adviser from the Local Authority to provide independent, impartial advice and guidance through the delivery of a wider range of IAG services, to include 1-1 personal guidance, CPD for staff, Parents' evenings, employability group sessions and industry days
- Staff development to deliver an effective CEIAG programme. The role of the Careers Leaders/Leadership Team is to identify the Careers and Work-Related Education training needs for staff & SMT and, where possible, arrange or provide appropriate CPD. CPD for staff is determined through evaluating the programme and services provided.
- Careers education, information advice and guidance considers current trends in the labour market to ensure that students are able to make realistic and informed choices thereby improving their prospects of success and economic wellbeing. This contributes to positive destinations for students, better outcomes in the labour market and they are less likely to become NEET.
- Students benefit from a range of work experience opportunities, insight days, motivational talks, employer visits, as well as regular in-house sessions and resources on employability skills, which will inform their decision-making so that they can emerge from the College prepared for the world of work.
- Students are given resources and receive information about FE, HE and Apprenticeships through multiple channels including tutorials, email, the Futures Zone, Unifrog, SFC Futures Sharepoint Hub and directly from HE providers and employers. Students are able to book an appointment to discuss any of their FE, HE or employment options and receive specialist careers advice.
- An Employment and Apprenticeship week takes place in the Spring Term
- A Higher Education and UCAS Convention takes place in Summer Term.
- All students are encouraged to visit the Futures Zone for information and advice about their career options either through drop-in enquiries or for a face to face interview with a Careers & Progression Adviser. As part of the induction programme for new students, Progress Coaches should make students aware of the Futures Zone and the team can brief them on the services available to them.

- Promote more student engagement in careers related learning by asking staff to log student involvement in Career related activities (such as attendance at University Open days, employer visits, work experience carried out or in house careers/guest speaker presentations) in Unifrog.
- Implement effective methods of advertising career opportunities to students through tutorials, email, the Futures Sharepoint Hub , Unifrog, bulletins and posters.
- Increase student engagement in activities that will enhance their career success through effective tracking and monitoring systems (Unifrog).
- Gather feedback from students and parents on the quality of the CEIAG programme to inform future planning and development.